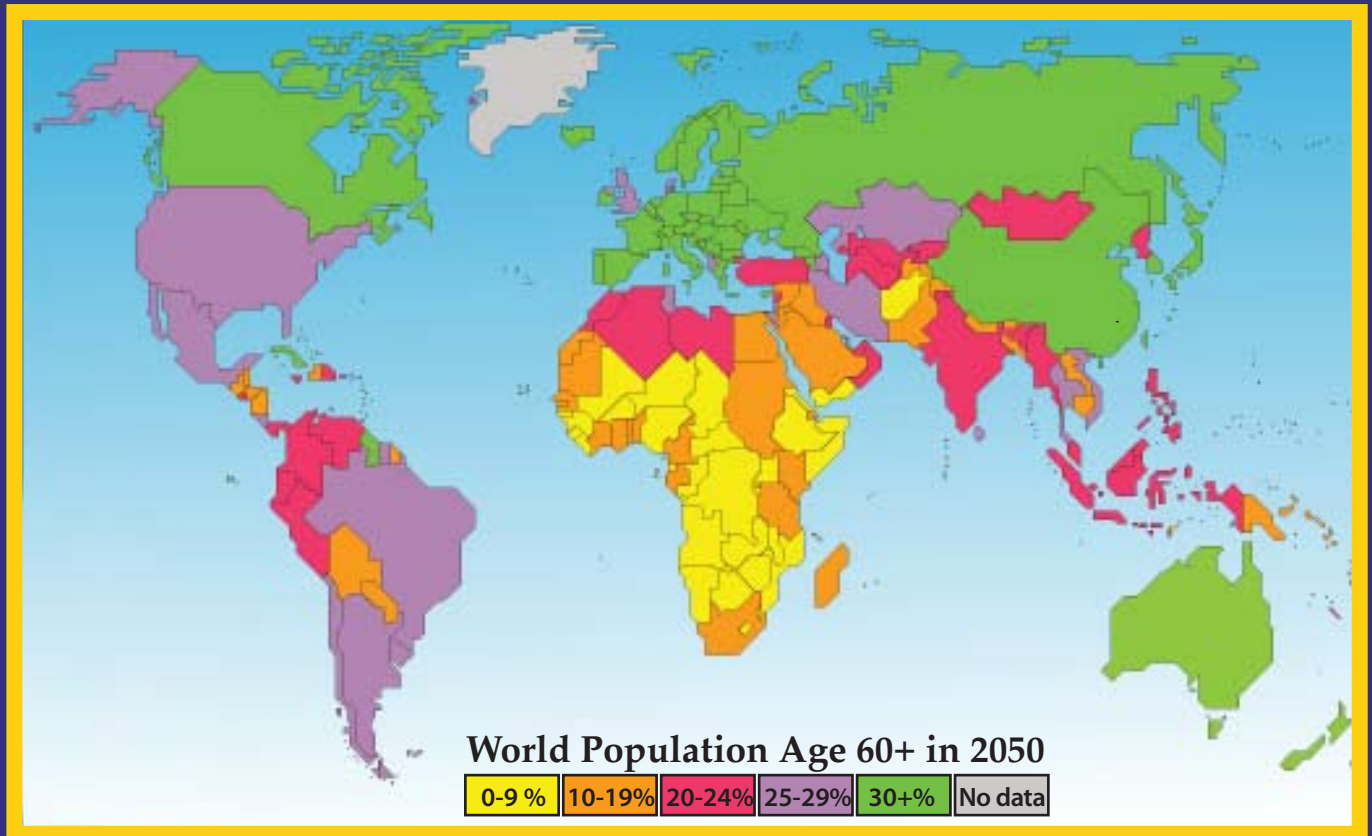


Continuance

Knowledge and Understanding Passing from Generation to Generation

Winter/Spring 2013



Preparing for an Aging World

In this Issue:

Getting Ready for an Aging World

Why News Matters

Coming August 14: Intergenerational Summit

Commentary: Celebrating a 70th Birthday

How should someone celebrate a 70th birthday? A cake? A family gathering? A unique experience? A trip around the world?

For my 70th, I did all of the them. The cake was actually a pie shared with grandchildren and family at a cabin in the west. The unique experience was hiking on Red Mountain in Montana where someday my ashes will be scattered. The trip around the world gave me the opportunity to find out how other countries are getting ready for aging.

From October 9 to November 19, 2012, I visited the United Kingdom, France, Italy, Germany, Finland, Thailand, Japan, Singapore and Australia. My goal was to gather information and ideas about how national educational systems are preparing for the aging of their countries. The journey's theme was "Opportunities for education in an aging world." I met with representatives of education ministries, and when that was not possible, with aging and family ministries or national education organizations. In every country, I talked to older adults about the legacy they hope to leave younger generations.

My discoveries? The writers who have contributed to this issue said in many different ways that generations must join together to address the problems every country faces. They cited three factors that will have a significant impact on the world economy and predict prosperity for the future. The first is the educational level of the working population. The second is health, which is a profound lifespan issue. Third is technology.

News posted on the Internet travels around the world in seconds. "With the overwhelming flood of information, it's harder than ever for consumers to distinguish news from noise," says Clark Bell, Director of Journalism at the Robert R. McCormick Foundation. The Foundation has initiated a timely project called, *Why News Matters*, with the goal of making all generations more conscious of the accuracy of news and information.

As you read *Continuance* and travel this journey with the authors, you will realize there is a growing consensus about developing the economic potential of older generations, strengthening ties between generations and countries working side-by-side. We are in this world together!

Read on! - Editor



Jane Angelis, Editor
Continuance Magazine

The writers who have contributed to this issue said in many different ways that generations must join together to address the problems every country faces.

About the Cover

Note the vast areas in green that are projected to have 30 percent of their population 60 and older by 2050. The purple areas will have 25-29 percent. Think about the meaning for you, your community and the world.

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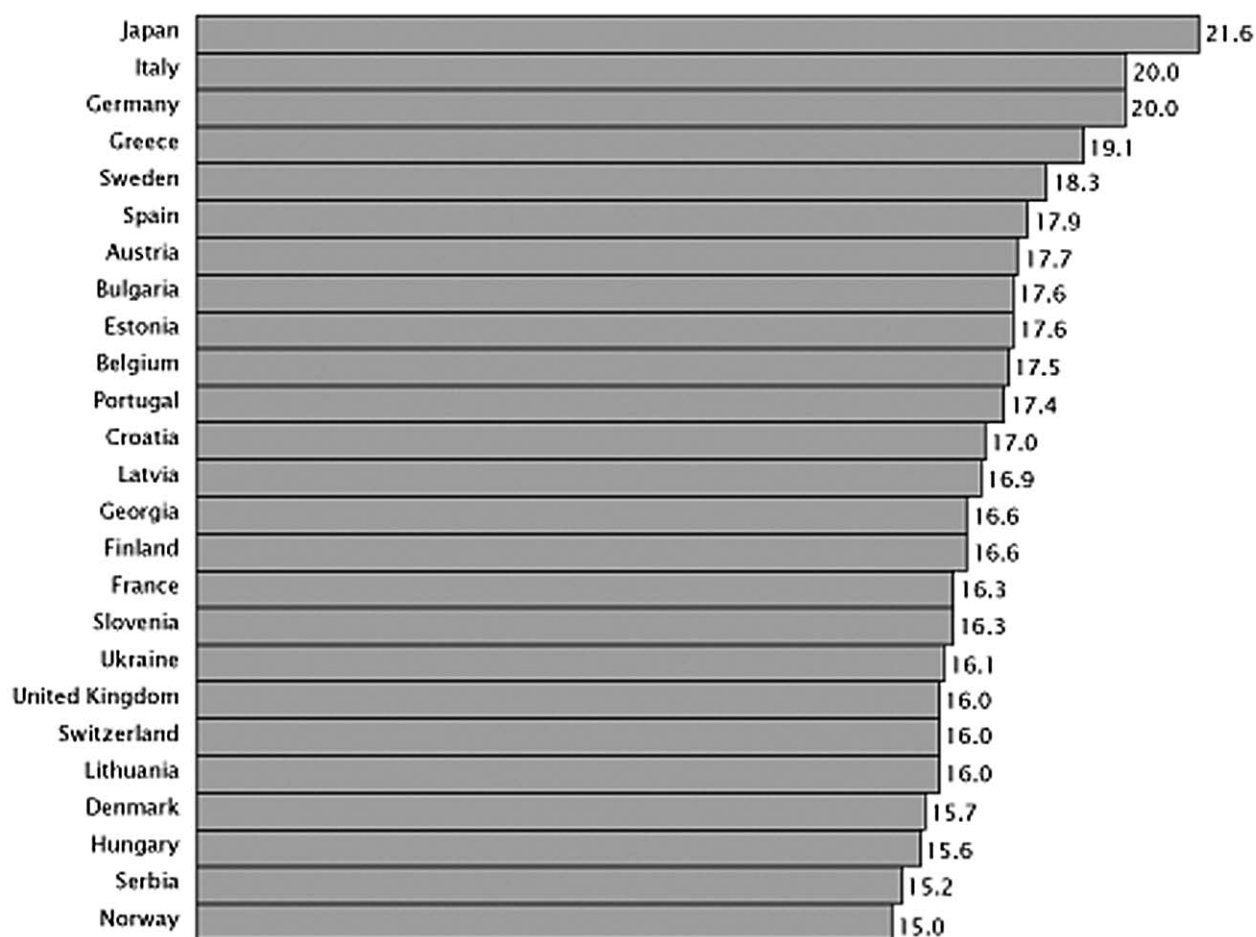


The Last Word 35

In recognition of the different writing styles used around the world, please note that *aging* will also be written as *ageing* and that other words and punctuation will be presented as written by authors from each country.

The World's 25 Oldest Countries: 2008

Percent of Population 65 and Older



Source: U.S. Census Bureau, International Bureau, January 2008

Growth of Ageing Population

Population ageing is unprecedented, a process without parallel in the history of humanity. Globally, the population of those 65+ is growing at a rate of 2.6 percent per year. This is considerably faster than the population as a whole, which is increasing at 1.2 percent annually (United Nations, 2009).

Catalyst for Change

As mature-age people make choices about their work, roles and consumption patterns, they will be a catalyst for change. They will constitute a significant yet diverse community, shaping a future direction for recreation and entertainment, education, travel and cutting-edge technology.

Greatest Demographic Change in Human History

In 2000, the world had 600 million people aged over 60, triple the number in 1950. In 2050, the number is projected to triple to 2 billion. By 2045, the world will have more people over 60 than people under 15. This is the greatest demographic change in human history (United Nations, 2009).

Getting Ready for an Aging World

How are you preparing for an aging world?

Your answer is important for you, your community and systems related to the economy, health and education. Preparation is critical to how we involve the older population and release their potential.

The rapid growth and changing demographics of our aging population are all too often associated with the rising and unsustainable cost and burden of care. However, a far greater cost will come if we fail to welcome the diversity, talents, experience, wisdom, spirit, resilience, and energy of the growing numbers of older persons and harness their potential to strengthen our communities, in true partnership across the ages.

Irene Frye, Executive Director,
Retirement Research Foundation

Staying Active and Independent,* a survey of older generations, sheds light on the views of those 50 and older. First, 77.8 percent of the respondents are interested in helping their community solve local problems. Second, just over 88 percent agree or strongly agree that “My talents, skills, and enthusiasm could make a difference in my community.” That is the good news!

Third, when asked, “What prevents people from volunteering in your community,” the top three responses were: not knowing about opportunities, how to get started, and the lack of an organized system for connecting volunteers with opportunities.

The countries I visited suggested similar challenges. The global community values the talents of our elders, but we share the task of developing user-friendly systems to tap their talents.

As you read the articles from Australia, Japan, Germany, Finland, Singapore and from international organizations including UNESCO Bangkok and the World Health Organization, you will have a better understanding of the many ways other countries value the resource of older generations and how they are getting ready for an aging world. - Editor

* Staying Active and Independent was an online survey conducted by the Serve Illinois Commission from May to July 2012 in cooperation with Generations Serving Generations.

Realising the Economic Potential of Senior Australians

Australia is preparing for an aging world by viewing older generations as an economic resource. The innovative leadership for this timely model came from the Treasury through Deputy Prime Minister Wayne Swan and his Advisory Panel. They invited Australians of all generations to share their suggestions and recommendations about the economic potential of older generations. We are grateful to Mr. Swan for sharing his ideas with Continuanance Magazine. - Editor

Background

Australia's population is ageing. This demographic and societal transformation will result in an extended life course and the possibility of more time for a productive life in the middle years. Rather than being perceived as a threat, demographic change presents a period of great opportunity.

It challenges individual Australians, organisations and the nation to capture the potential of an increased number of healthy, wealthier and skilled senior Australians. It also challenges all Australians to anticipate, plan for and invest in a longer life, so they can realise the choices that come from this planning and investment. This is an opportunity for individuals to empower themselves with a greater understanding of their own life potential and to make better informed decisions.

If Australia overcomes barriers that inhibit the release of this potential, the nation, organisations and individuals can play their role in creating opportunities to harness the economic potential of senior Australians. The rewards will be substantial.

The opportunities stem from maximising choices; utilising technology; keeping older people connected with family, neighbourhoods and workplaces; eliminating discrimination; developing markets; planning for longer more productive lives and encouraging flexibility.

We face a potential future where older Australians continue contributing to society, the workplace and their own wellbeing to an extent not previously experienced. New industries tailored to these changing circumstances will evolve to provide services and goods to a larger and wealthier senior market.

To make the most of this demographic shift, Australia needs to take a fresh approach to the four key areas that will enable these opportunities: health, housing, participation (both paid and unpaid) and lifelong learning (Excerpts from the *Changing Face of Society*).

Demographic change presents a period of great opportunity.



The Australian Economic Model

Australia simply cannot afford to waste the massive economic potential of a growing community of active and experienced senior Australians.

Deputy Prime Minister Wayne Swan says, "There has been a tendency to only look at the ageing of the population as a problem to be solved. Australia simply cannot afford to waste the massive economic potential of a growing community of active and experienced senior Australians. And while some have only recently stumbled upon these challenges, they have been driving much of the Government's policy agenda for a number of years. The creation of the Advisory Panel on the Economic Potential of Senior Australians was an important step in ensuring that we have the right strategies to draw on the valuable experience and skills of older Australians as they move into retirement, and that all seniors have the opportunity to stay involved in the community."



Deputy Prime Minister and Treasurer, the Hon. Wayne Swan MP

On 30 March 2011, the Office of the Treasury established the Advisory Panel on the Economic Potential of Senior Australians to examine how Australia could best harness the opportunities that much larger, and more active, communities of older Australians bring. The effort was led by Everalld Compton, retired chair of National Seniors Australia and two distinguished colleagues who comprised the Advisory Panel. The panel considered how Australia could capitalise on the varied life experiences and intellectual capital of all senior Australians.



The members of the panel are (L to R): Professor Brian Howe AO, former Deputy Prime Minister with ministerial experience in the fields of social security, health, housing and community services, and Professorial Fellow at the Centre for Public Policy, University of Melbourne; Professor Gill Lewin, President of the Australian Association of Gerontology, Professor at the Centre for Research on Ageing at Curtin University of Technology, and Research Director at Silver Chain, a provider of community and health services in Western Australia; and Mr. Everalld Compton AM Chair of the Advisory Panel and retired Chair of National Seniors Australia and Chair of the Consultative Forum on Mature Age Participation

The Advisory Panel sent an invitation to the people of Australia asking for their ideas on ageing. In a very short time, the Advisory Panel gathered information, listened to and read responses from people throughout the country on how the ageing of Australia could be an asset rather than a problem and how they should plan for the future. As a result of the recommendations, a preliminary report called "The Changing Face of Society" was prepared. Now they have identified eight critical areas to target policy and find ways to mobilize the talents of elders for the good of Australia. The first set of priorities includes eight issues based on the policy called Turning Silver to Gold: employment, housing, preventative health, lifelong learning, computer skills, recreation, volunteering and philanthropy.

Everald Compton, Chairman of the Advisory Panel on Positive Ageing, summarizes the action: "The world is facing a social and economic tsunami which will hit with tremendous force as the world rapidly ages and reaches its zenith within two decades. Few nations have prepared for it and sadly most seem to be unaware of it. There is no doubt in my mind that this catastrophe can be turned into a powerful asset if long-range planning commences now and is gradually implemented without delay. This means opening up employment markets for Seniors, giving them incentives to save and invest, helping them move to small age-friendly housing, implementing preventative health programs and involving them in life-long learning and innovative recreation. Here in Australia, we have adopted a plan to do this under the leadership of Deputy Prime Minister Wayne Swan and we reckon that we can achieve results. But, we can improve on it and we look forward to international input and partnerships as we go forward".

The ageing world: Few nations have prepared for it and sadly most seem to be unaware of it.

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Photo by Jane Angelis

Everald Compton, Chairman
Advisory Panel on Positive Ageing
Australia

On November 16, 2012, I traveled from Sydney to Melbourne and spent nearly two hours experiencing the energy and creative thinking of Everald Compton. This extraordinary leader provided a vision for the future as he traced the history and potential of Realising the Economic Potential of Senior Australians. Compton says that they have big goals, but accomplish them in little steps that are manageable.

Earlier that week, on November 14, I traveled from Sydney to Canberra and met Robert Wright, Department of Education, Employment and Workplace Relations, who provided an overview of a new project to involve employers called Corporate Champions. Wright described efforts to open employment markets to seniors and suggested options for mature-age workers.

Later that day Anna John, Director of Age-Friendly Communities, in the ACT (Australian Capitol Territories) Office on Ageing, described the unifying impact of the WHO programs. The Office on Ageing involved all generations in preparing Canberra as an age-friendly community. Peter Matwijiw, an expert on ageing, joined the conversation. - Editor

Japan Prepares a Basic Plan for a Lifelong Learning Society

Education Policy Prepares for an Ageing World

Japan is the only education ministry that I visited which has developed a strategic plan including older generations. Preparing for an aging world is not new to Japan. In 1990, during an International Conference in Trinidad, Reiko Sekiguchi from Toshokan Joho University captivated the audience when she described a senior citizens center that opened in Yushima Primary School in Bunkyo, Tokyo. The project connected education and older generations in a new way. At the same time, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) was developing a model for a Lifelong Learning Society. I met with this committed group on November 5, 2012, in the Education Ministry in Tokyo. - Editor

The country will be required to reconstruct its social systems, including education systems.

Japan is leading the way as the oldest country and one that is providing models for the rest of the world. The visit with the education administrators was heartening. The officials are youthful, energetic and committed in their policies to help elders and at the same time provide rich resources for their schools and universities.



Photo by Jane Angelis

L to R: Professor Atsuko Kusano, Chair, Japan International Unity Association and Officials from the Ministry of Education, Culture, Sports, Science and Technology (MEXT): Mr. Ryo Goda, Senior Specialist, Social Education Division, Lifelong Learning Policy Bureau; Mr. Masafumi Miki, Officer, Policy Planning and Coordination Division, Lifelong Learning Policy Bureau; Mr. Takahiro Sato, Unit Chief, Social Education Division, Lifelong Learning Policy Bureau; and Mr. Yusuke Takahashi, Unit Chief, International Affairs Division

Demographics

As of October 2008, there were 127 million people in Japan. Those aged 65 or over were 28 million. This means older persons represent 22.1%, or more than one in every five. Among older persons, there were 15 million (11.7% of the total population) “young-olds (aged 65 to 74)” and 13 million (10.4% of the total population) “old-olds (age 75+).” The proportion of the “old-olds” reached 10% for the first time in history. The proportion of older persons will continue to grow in the future, and it is expected to become 25% in 2013, 33% in 2035 and 40% in 2050. In other words, two in every five persons will be aged 65+. Source: Ageing in Japan, <http://www.jarc.net/int/?p=271>

The Basic Plan and the Ageing Society

The Basic Plan for the Promotion of Education includes recommendations for an Ageing Society and Lifelong Learning. “With birthrates declining further, the population will decrease and the ratio of young people to the entire population will decline. At the same time, Japan will be a super-aged society where elderly people of sixty-five years old or older occupy one-fourth of the total population. To address this situation, the country will be required to reconstruct its social systems, including education systems.”

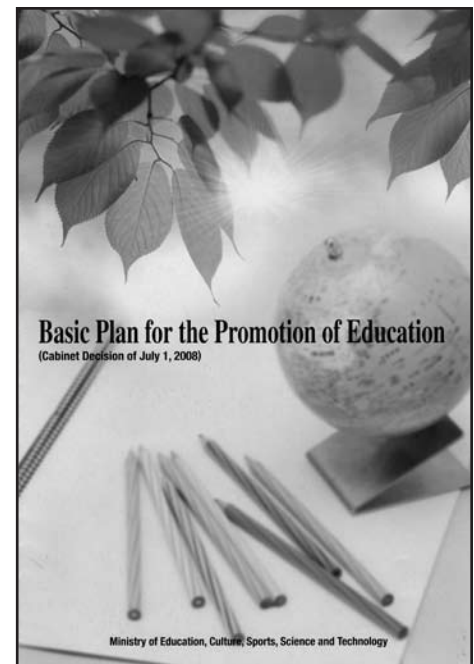
Lifelong Learning Society

“Amid the great changes taking place in society and the economy, learning for a diverse range of purposes at the various stages of life and the creation of an environment for that purpose, that is, the creation of a Lifelong Learning Society, has grown in importance. The term “Lifelong Learning Society” is used to mean a society in which everyone can learn anywhere and at any time in their lives and appropriately utilize that learning to cultivate their own individuality and lead a fulfilling life.”

Resources of Older Generations

“With rapid social changes, schools, families and local communities have been changing, as well as their respective functions. It has been pointed out that the educational functions of families and local communities seem to have weakened in recent years. On the other hand, we also see the tendency for more and more citizens to help out in activities at local schools. Another tendency seen today is the increasing participation of people in local volunteering activities, especially from the baby-boomer generation who retired from work. Taking those recent tendencies into account, combined efforts of relevant parties for education should be made, while respecting the voluntary participation of local communities and establishing new collaborative mechanisms. Japan has developed a seven-point vision regarding the role of older adults, which highlights the contributions of elders to learning as well as how education can support successful ageing.”

Source: Basic Plan for the Promotion of Education, July 2008
<http://www.mext.go.jp/english/lawandplan/1303463.htm>



Seven-Point Vision for Older Generations

Basic Plan for Education

1. Improving the context and devising a method of learning for older persons
2. Paying heed to different characteristics of different generations
3. Involving all including disabled, frail and those who are often left behind
4. Promoting cooperation between those who serve older generations and educational organizations, such as colleges, boards of education, local agencies, and others
5. Exploring various roles in retirement that keep people connected and active, in order to make use of the learning achievements of older generations
6. Finding special people to match older adults with places they can be active. For example, community organizations, boards of education, not-for-profits, and peers
7. Fostering intergenerational connections and cooperation

The term a “Lifelong Learning Society” is used to mean a society in which everyone can learn anywhere and at any time in their lives and appropriately utilize that learning to cultivate their own individuality and lead a fulfilling life.

“Learning is important for making the daily lives of adults in their golden years secure and fulfilling. Therefore, it is essential to systematically prepare learning systems that are right for the special characteristics of learners.”



Mr. Masafumi Miki,
Officer, Policy Planning &
Coordination Division



Mr. Takahiro Sato
Unit Chief, Social
Education Division

“In Japan, where the birth-rate is declining and the nuclear family is becoming the norm, there are fewer opportunities for children to come into contact with elders

in their daily lives. I believe that intentionally creating such opportunities through school support activities will produce beneficial effects for all generations.”

“The promotion of learning and social participation activities for older adults is beneficial for them and has merits for younger generations as well. In the past, measures for



Mr. Ryo Goda,
Senior Specialist, Social
Education Division

the elderly were mainly based on welfare policies, but MEXT would like to encourage a more active life for older generations. In this sense, I believe that the education divisions have a very important role to play.”

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The Federal Republic of Germany Prepares for an Ageing World

Germany is the only country I visited that has involved Federal Ministries related to both education and aging. The communication between the two agencies brings an example of interagency cooperation. The articles describe new and creative efforts to make gains for the ageing population as well as address the needs of education. What spirit! - Editor

Federal Ministry for Education and Research

Every Age Counts

In the coming years, hardly any other development will have such a significant impact on Germany as demographic change. We understand three major points under this umbrella term. First, it means we're living longer. People are consciously making healthier decisions and this, coupled with tremendous advances in medicine, has resulted in life expectancy increasing by over a third compared to our grandparents' generation. In fact, Germany has the second oldest population in the world, following Japan.

Second, we are becoming fewer. Germany's birthrate has declined since the end of the 1960s, which means the population is decreasing in size. And finally, we're becoming more diverse – not only because more and more people from abroad are choosing to live in Germany and thus contributing to the cultural and ethnic diversity of this country, but also because a long-life society means more opportunities for people to learn and grow throughout their careers.

Demographic change presents one of the greatest challenges of our time, but it also offers one of the greatest opportunities for German govern-



Annette Eickmeyer-Hehn,
Head, Division for Demographic Change and
Human-Machine Interaction
Ministry of Education and Research

ment, industry and society. Ultimately, we want to play an active role in shaping the impact these developments have on our lives. Germany's Federal Government is taking this challenge seriously with the national strategy plan "Every Age Counts."

It consists of recommendations for how we can sustainably secure growth and prosperity with the goal of providing opportunities for everyone – young and old alike.

Within this context, Germany's Federal Ministry of Education and Research (BMBF) is also doing its part with an interdisciplinary and inter-ministerial research agenda: "The New Future of Old Age." This agenda brings together the diverse research programmes of various ministries in order to bundle efforts in identified focus areas: from technological advances that enable

An ageing society needn't lose its ability to be competitive and innovative, and we plan to prove it.

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German Federal Ministry for Family Affairs, Senior Citizens, Women and Youth

A New Culture of Ageing

“We all wish for a long, contented life. The good news is that we have every chance of this wish being fulfilled. Over the past century, life expectation has almost doubled. And many people today experience this phase of life in good health, put it to active and varied use and spend this additional time in a way that is meaningful for themselves and others. Yet many of us are still anxious about growing old. We still mainly associate old age with images of sickness and frailty. The Sixth Government Report called Images of Ageing in Society brings home how little this one-sided view has to do with reality and how diverse old age today can be.”



Dr. Kristina Schröder
Federal Minister for Family Affairs,
Senior Citizens, Women and Youth

Dr. Kristina Schröder



Images of Ageing on Society and Positive Images of Age

The princess kisses the frog in hopes that he will turn into her prince. The images of age was a photo contest that highlighted positive images of age and many humorous moments.

Multi-Generational Centres

With its Multi-Generational Centres Action Programme I, in operation since 2006, the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (BMFSFJ) has created around 500 drop-in centres for people of all age groups throughout Germany — an initiative that is proving to be a success.

At the start of 2012, a three-year follow-up programme with 450 locations throughout the country was launched to develop these houses systematically. Alongside the cross-generational work, the following factors are central to this initiative:

1. Age and long-term care
2. Domestic social services
3. Voluntary work
4. Integration and education



Together with the federal states and local authorities as well as those actively involved in the houses, BMFSFJ has set itself the target of creating a sustainable social infrastructure through multi-generational centres.

The centres provide a public space for people to come together right across age groups and family structures. Here, people of all generations are encouraged to focus on their strengths and contribute their capabilities to the community. About 20,000 volunteers are currently participating in the programme, which is a successful model for social involvement. They strengthen social cohesion and make an active contribution to limiting the negative con-

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Five-Year Plan Highlights

Lifelong Learning in Finland

Education and Research 2011–2016 Development Plan

On 15th December 2011, the Government adopted the following development plan for 2012–2016. The development plan is based on the objectives set for education and science policy in the Programme of Prime Minister Jyrki Katainen's Government. Special development targets in the Plan are to alleviate poverty, inequality and exclusion, to stabilise the public economy and to foster sustainable economic growth, employment and competitiveness. The development plan will be implemented within the scope determined in the Government decision on spending limits. The implementation of the Plan will be evaluated in 2015.

Jukka Gustafsson, Minister of Education and Science

Excerpts From the Education and Research 2011-2016 Development Plan

In a constantly changing society, favourable development of learning skills is of primary importance. Lifelong learning policy entails that transitions from one level to another and from education to the labour market are as flexible as possible. Learning does not end with a degree or qualification gained in youth but continues throughout adult life.

In all education and training, attention will be paid to the recognition of prior learning so that knowledge and skills gained earlier within and outside the education system can be counted towards a qualification as fully as possible. An adult education and training system comprising all the levels of education creates a basis for responding to the competence requirements in working life and for offering high-quality services for self-improvement, for instance, in liberal adult education.



Mr. Petri Haltia
Counsellor of Education
Ministry of Education and Culture

Learning does not end with a degree or qualification gained in youth but continues throughout adult life.

In the present decade, the targeting of the education supply will probably gain even more importance because the rate of exit from the labour force will clearly exceed the rate of entry. The targeting of the education supply must simultaneously promote both competitiveness and equitable availability of welfare services. The education supply targets for 2016 are presented in a guiding document, "Education and research 2011–2016. Development Plan" prepared by the Ministry of Education and Culture. The targeting of education supply is backed up by a wide

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Singapore

Bridging the Digital Divide with the Young and Other Seniors

Leng Leng Thang
National University of Singapore

Singapore welcomes its first wave of post-war baby boomers (born between 1947-1964) in 2012. Commentaries on Singapore's aging population have always projected the baby boomers as a positively different cohort from the generation before them; they will be better educated, independent, more active and healthy.

Dora Lim, who just turned 65, certainly fits the projected image, and more. Since making the decision to retire from being a busy executive secretary to the highest management in a big multinational corporation, Dora has never looked back. A mother of three grown-up daughters, Dora, who was widowed two years ago, keeps a busy and fulfilling schedule serving fellow seniors and the community in various capacities. As someone who speaks clear and fluent English, she always enjoys serving as a guide. Currently she volunteers as a hospital guide in a large local hospital in the Northern part of Singapore. Before that, she also served as a Senior Ambassador at the International airport for four hours every week to provide guidance to visitors.

Dora also volunteers at a Hospice Home as a will writer after going through a training course. The ability to help those, who are at the end of their life, leave a Will expressing



Seri, a 17-year old student, joins with Dora Lim as they bridge the digital divide.

their wishes has been a fulfilling experience for her. With her desire to share knowledge with others, Dora has also initiated an informal social circle at a cafe by Silver Spring, a Senior Employment Social Enterprise that aims to "put the bounce back in your life". Weekly series of talks of interest (e.g., health, safety, beauty) were conducted at the café for seniors before the cafe was closed down recently.

Among her many activities, Dora considers her main engagement as the activities relating to Information & Communications Technology (ICT). Through continuous self-learning, she has maintained and expanded on the information and communications technology skills she acquired from her work. Dora is well qualified to serve as a trainer teaching seniors on ICT, such as basic computer and the internet, e-communications, Skype, Facebook,

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Older generations in all countries want to be invited.

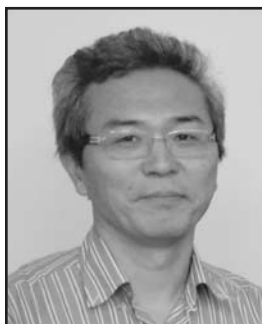
UNESCO: Leadership for the Ageing World

(United Nations Education, Scientific and Cultural Organization)

Midway through my journey, on November 1, I received an unexpected boost from the regional office of the UNESCO in Bangkok. The meeting brought seven of us to the table at the regional offices of UNESCO representing six different countries and four generations including Ramya Vivekanandan, U.S.; Abdul Hakeem, The Maldives; Danilo Padilla, Phillippines; Christopher David Foulkes, New Zealand; Rachel McCarthy, Australia; and Gwang-Chol Chang, North Korea. We all had concerns about education and an awareness that the aging world is a reality. Their reaction to the question, "How are you preparing for the ageing world?" was to mount an awareness campaign on how they could spread the word to their constituents.

It was a pleasure to experience the enthusiasm and teamwork of this group as they related their views about the ageing world and its potential for education. The following comments will give an idea of the many ways they will campaign to answer the question, "How are you preparing for an ageing world?"

"While countries across the Asia-Pacific are experiencing diverse trends in ageing, one point is clear —the intensity of ageing will inevitably increase across the region with the share of the population over 60 years set to double from 9.4 percent of the total population in 2000 to 23.5 percent by 2050. With this dramatic increase, how governments respond to challenges today will decide not only the wellbeing of current youth and older generations, but of generations yet to come."



Gwang-Chol Chang, Chief, Education Policy and Reform, UNESCO Bangkok, led the conversation and acknowledged that older generations haven't been a high priority for education organizations throughout the world. He suggested intergenerational dialogues "between youth and less young people" who can together discuss global ageing.

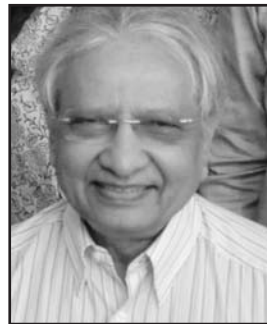


L to R: Rachel McCarthy, Programme Assistant, Education Policy and Reform (EPR); Ramya Vivekanandan, Programme Specialist, EPR; Chris Foulkes, UNESCO Consultant, worked together to produce their December newsletter called Policy Matters, with an article titled "We're All in this Together." They discussed their newsletter and how they could highlight the resources of older generations to help address their priorities. So far, they have produced two issues with the theme intergenerational action and lifelong learning.

The newsletters are available online: Lifelong Learning <http://goo.gl/hNOFU> UNESCO www.unescobkk.org/education/news/article/were-all-in-this-together-generations-serving-generations/



Danilo Padilla, Education for Sustainable Development, UNESCO Bangkok, cited the differences in contributions of well-educated and under-educated. "What I see in common between elders from developed and developing countries is the satisfaction both groups can get from becoming active members of their communities, of being called into and/or being of service."



Mr. Abdul Hakeem, Asian-Pacific Programme of Education for All, had many ideas about the ageing population and how they could contribute to younger generations. Some of the themes discussed included developing greater awareness about the ageing world and the potential economic assets of older generations, particularly for education.

WHO Global Network of Age-Friendly Cities



John Beard, MBBS Ph.D.
Director
Ageing and Life Course
World Health Organization

Making cities and communities age-friendly is one of the most effective local policy approaches for responding to demographic ageing.

Every country featured in this issue has great ideas and plans for the aging world. If there is one word that presents a common theme, it is unity. Dr. John Beard from the World Health Organization pulls it all together with the age-friendly global network that suggests we are all in this world together. We can learn across generations as well as across oceans. Dr. Beard believes that the aging world is receiving greater attention. "Several years ago when I talked with others about aging, their eyes would glaze over. Now there is greater interest and attention." The interview took place on March 14 in Chicago at the Grand Hyatt. - Editor

The World Health Organization's (WHO) Age-Friendly Communities Population Ageing will present both challenges and opportunities, wrote WHO Director-General Margaret Chan in the World Economic Forum alert on ageing. "Older people are a wonderful resource for their families and communities, and in the formal or informal workforce." The World Health Organization established Age-Friendly Cities and Communities to foster the exchange of experience and mutual learning between cities and communities worldwide.

In 2008, for the first time in history, the majority of the world's population lived in cities. Urban populations will continue to grow in the future. It is estimated that around 3 out of every 5 people will live in an urban area by 2030. At the same time, as cities around the world are growing, their residents are growing older. The proportion of the global population aged 60 will double from 11 percent in 2006 to 22 percent by 2050.

Making cities and communities age-friendly is one of the most effective local policy approaches for responding to demographic ageing. The physical and social environments are

key determinants of whether people can remain healthy, independent and autonomous long into their old age.

Older persons play a crucial role in their communities — they engage in paid or volunteer work, transmit experience and knowledge, and help their families with caring responsibilities. These contributions can only be ensured if they enjoy good health and if societies address their needs.

The WHO Age-Friendly Environments Programme is an international effort to address the environmental and social factors that contribute to active and healthy ageing.

The Programme helps cities and communities become more supportive of older people by addressing their needs across eight dimensions: the built environment, transport, housing, social participation, respect and social inclusion, civic participation and employment, communication, and community support and health services.

http://www.who.int/ageing/age_friendly_cities/en/index.html

Why News

The July 9, 2011, issue of the Economist featured a 14-page special on the future of news. The gist of the article was that “ordinary people are playing a more active role in the news system.” The McCormick Foundation’s new initiative, called *Why News Matters*, is a timely project that highlights the origins of news and information and urges citizens to develop skills for news literacy that are vital for the future.

The following articles will provide background on the McCormick Foundation’s *Why News Matters* initiative and relate the progress of one of the grantees, Generations Serving Generations.

Last, a datesaver for an Intergenerational Summit will challenge all ages to sharpen their news literacy skills and set goals for sharing that information throughout Chicago, the state of Illinois, the U.S. and the world. - Editor

WNNM WHY NEWS MATTERS

ROBERT R. McCORMICK FOUNDATION

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Why News Matters

The Litmus Test for a News Literate Person



Clark Bell, Director
Journalism
McCormick Foundation

Why News Matters has been created by the McCormick Foundation's Journalism Program to support innovative approaches in improving news literacy in Chicago. As Director of the Journalism Program, I spent much of last year "selling" our senior management and board of directors on the compelling need for the project.

I am happy to report that the three-year, \$6 million community-wide news literacy initiative is off to a

fast flying start. The first funding cycle began in January. As of late March, more than \$1.6 million in grants has been awarded to 24 organizations, including Generations Serving Generations.

We define news literacy as the ability to use critical thinking skills to judge the reliability and credibility of news and information. In this digital era, news literacy is about mastering 21st Century digital skills, with an emphasis on current events. It teaches critical thinking that enables citizens of all ages to be smarter news consumers.

Nearly three of every four Americans say they are overwhelmed by information and "would benefit from learning more about how to gauge what news is trustworthy." No matter what our professional or educational experiences, we can all use an invigorating refresher in news literacy.

The McCormick Foundation looks forward to watch the blooming of the Generations Serving Generations project. And we promise to report back to you on the progress and impact of the other *Why News Matters* grantees.

Here's my litmus test. A news literate person has:

- *the ability to gather, analyze and produce credible information
- *an understanding of the First Amendment and the value of a free press
- *access to tools that helps distinguish FACT from opinion, propaganda or fiction
- *a knack of "reading between the lines" to recognize implicit messages
- *the desire to closely observe and / or participate in civic affairs

Let's face it, an engaged citizenry is vital to the success of a democracy.

News literacy also helps adults become better informed and, therefore, more likely to participate in their communities. In addition, we believe the skills of news literacy can connect some seniors to important resources that combat the isolation of aging.

Colonel Robert R. McCormick (1880-1955)

Robert R. McCormick led an exciting life. His interests ranged from journalism to fox-hunting to aviation. As editor and publisher of the Chicago Tribune for 44 years, he created a media empire that survives today. He built the Tribune Company from a single newspaper to a media giant by creating radio and television stations and building newsprint factories.

This one-time politician became a citizen-soldier, serving in the Illinois National Guard in 1915, and a Colonel in the First Infantry Division during World War I.

He enjoyed the life of a gentleman-farmer, operating the Tribune Experimental Farms in Wheaton and Yorkville, Illinois and influenced the creation of Meigs Field, an airport in Chicago.

He married twice; first to Amy Irwin Adams, who lived at Cantigny until her death in 1939, and later to Maryland Mathison Hooper, with whom he traveled the world.

Upon his death, his will established the Robert R. McCormick Charitable Trust, known today as the Robert R. McCormick Foundation, which established Cantigny as a public park and is committed to fostering communities of educated, informed and engaged citizens.

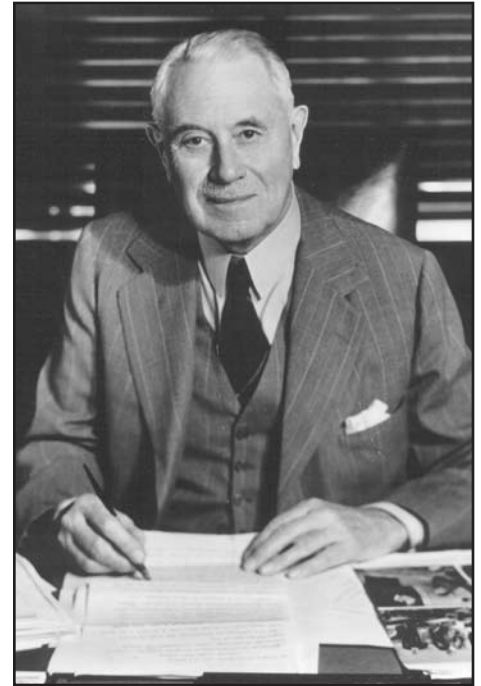
Media Mogul

Robert R. McCormick's maternal grandparents, Katherine Patrick (1831-1894) and Joseph Medill (1823-1899), laid the foundation of a media empire. In 1855 Joseph Medill purchased a 1/3 interest in the Chicago Tribune newspaper and formally incorporated the Tribune Company six years later. He purchased a controlling interest in 1874 and took over the company.

Medill wielded great power in Chicago. When the Chicago Tribune offices, and most of downtown Chicago, were obliterated in Chicago's Great Fire of 1871, Medill borrowed a printing press. The next morning's edition boasted: "Cheer up...Chicago shall rise again!"

Robert R. McCormick ushered in a new era when he laid the cornerstone of a new printing plant in 1920. President of Tribune Company since 1911, he expanded Tribune business ventures by forming WGN radio in 1924 and building the iconic Tribune Tower in 1925. WGN-TV joined the company in 1948.

Robert created a vast newsprint manufacturing empire to make Tribune Company a self-sufficient corporation. It included Tribune Company's Canadian timberlands that supplied wood to their Thorold, Ontario, and Baie Comeau, Quebec paper mill, and 12 ships that transported rolls of newsprint to offices



of the Chicago Tribune and New York Daily News.

Throughout his life, Robert staunchly defended the First Amendment to the U.S. Constitution, paying particular interest to the rights of Freedom of Speech and Freedom of the Press. As Chairman of the American Newspaper Publishers Association's Committee on Freedom of the Press in 1928, his legal skills helped him defeat a Minnesota gag law. Eventually the U.S. Supreme Court ruled the law unconstitutional.

<http://www.cantigny.org/museums/firstdivision.aspx>

Generations Serving Generations Sponsors *Why News Matters*



*“Why News Matters” builds
on four strengths of
Generations Serving
Generations:*

*Leadership, partnerships,
experience and support for the
importance of news literacy.*

The *Why News Matters* Leadership Team for Generations Serving Generations L to R (top row): John Holton, director, Illinois Department on Aging; Peggy Luce, V.P. Chicago-Land Chamber; Jane Angelis, editor, Continuance Magazine (bottom row) John Hosteny, Illinois director, Corporation for National and Community Service; Brandon Bodor, executive director, Serve Illinois Commission; and Joyce Gallagher, director, Chicago Area Agency on Aging, Family Support Services

Generations Serving Generations is one of numerous grantees participating in the *Why News Matters* initiative of the Robert R. McCormick Foundation. Generations Serving Generations was established in 2008 through a project of the National Governors Association, which was sponsored by the Illinois Department on Aging and a vibrant public-private partnership committed to engaging the resources of education, aging and service. Illinois was one of 14 states selected to participate in the project designed to improve the health and lives of older Americans and increase their involvement in service, learning, and work. Other states chosen were Alabama, Arizona, Arkansas, Florida, Idaho, Maine, Maryland, Massachusetts, New Mexico, New York, Pennsylvania, Ohio, and Wyoming.

Generations Serving Generations was built on the strong intergenerational traditions that have been fostered by Continuance Magazine and supported by the Illinois Board of Higher Education, the State Board of Education, the Community College Board, the Illinois Department on Aging, the Retirement Research Foundation and intergenerational programs throughout Illinois. The original goals of Generations Serving Generations were to 1) Build

an infrastructure of involvement for those 50+ in work, learning and service, 2) Communicate the importance of civic engagement to retirees, educators, employers and the public, and 3) Develop policy and public support for civic engagement.

Over the last four years, Generations Serving Generations has championed the civic engagement of older adults as a way to boost leadership in communities and tap the great resource of older Illinoisans. Last summer, in cooperation with the Serve Illinois Commission, a statewide survey found that older generations want to serve, are concerned about the legacy they will leave for younger generations, and look to a system of service that offers leadership that can help them use their skills and talents in retirement.

Why News Matters

In a nutshell, news literacy is the foundation for effective and responsible communication while building momentum for civic engagement across generations. The proposal was submitted by the the Illinois Department on Aging, The Chicagoland Chamber and Continuance Magazine in cooperation with the Instituto del Progreso Latino, the Corporation for National Service, Serve Illinois Commission, and the Chicago Area Agency on Aging. The 14 Core Team members of Generations Serving Generations provide the foundation for a Network of Networks, which gives informational reach throughout Chicago and Illinois. News Literacy is an important issue for all ages, an issue that has great potential to join and engage generations.

News Literacy and Grandmothers



John Holton, Director,
Illinois Department on Aging

For years, my grandmother and I would argue over what I considered the most important questions in life. “Is God real?” “How do you know/prove it?” “Who is your favorite grandchild?” All of her answers were convincing enough so I began to regard her opinion as unimpeachable.

That is, until Neil Armstrong walked on the moon. That day in 1969 as the world watched and listened to his first words upon touching a surface never disturbed by humankind, my grandmother remained in the kitchen going about her business of preparing a meal. When I asked her why she didn’t watch this astounding event, she replied, “Oh, I don’t believe he’s really on the moon. I think it’s all made up.” I was astounded that this worldly woman and brilliant thinker would cavalierly dismiss history. Yet, for years, her appreciation of the myriad scientific advances in pursuit of “space race” dominance were not news worthy. Turning 70 that year, her newspaper reading began and ended on the obituary section. *Why News Matters* has to address not only the daily information plethora, but also what matters to older adults.

“Why News Matters” has to address not only the daily information plethora, but also what matters to older adults.

Why Chambers of Commerce Support Citizen News Literacy Initiatives



Peggy Luce, Vice President
Chicagoland Chamber

The McCormick Foundation's news literacy efforts are aligned with the national education efforts focusing on the Common Core State Standards and STEM Careers (science, technology, engineering, mathematics).

The February 26 launch of the yearlong commitment to developing Chicago's news literacy across generations includes participation by the Chicagoland Chamber of Commerce because leaders of commerce know that a business-friendly region requires that all citizens be able to judge the reliability and credibility of news. How well ordinary citizens navigate in the information age and how well they use, decipher and analyze information are critical to public policy and business growth initiatives.

Clark Bell, Journalism Program director for the McCormick Foundation, explained how the Foundation's news literacy efforts are aligned with the national education efforts focusing on the Common Core State Standards and STEM Careers (science, technology, engineering, mathematics). All have high expectations for thinking critically, solving problems, innovating and collaborating. The Common Core intends to have American students fully prepared for the future and our

communities will be best positioned to compete successfully in the global economy.

Similarly, talent managers of major corporations with global reach are openly sharing their difficulties in finding sufficient numbers of workers with critical skills. The American Management Association defines those critical skills as the "Four C's": critical thinking and problem solving; effective communication; collaboration and team building; creativity and innovation. Whether directing efforts to develop our workforce or our citizenry, these are the essentials of 21st century workplace as well as civic skills. Initiatives must be multi-pronged crossing all generations. While we enhance the skills of older adults so they can remain employable and civically engaged, educational approaches must be deployed that support student development of critical skills.

Regarding news literacy, it is believed that a growing sector of the U.S. population does not distinguish between the output of professional journalists, columnists, public affairs strategists and lobbyists, and the amateur information spinners and citizen voices. The complex media landscape, mobile access and instantaneous real-time sharing of events and content put far greater demands on citizens to form their own opinions hearing both the loud voices calling for drastic change or passionate advocates of the status quo.

First Amendment Freedoms and News Literacy



John Hosteny, State Director
Corporation for National and
Community Service

At one time, my mother was known as Lieutenant Ford of the United States Army. Years after she served as an Army nurse in World War II, my mother talked about what she saw and what people never heard about. Our own government manipulated stories to influence opinion. That was only supposed to be done by the propagandists from the other side.

What do I tell my own children about what to believe or what to challenge? How should I model that behavior so my kids are passionate and educated consumers of news? When the next Lance Armstrong proclaims his or her innocence and the news baptizes that person as honest, informed consumers will be able to judge the reliability and credibility of news reports. When citizens are informed, they act.

When citizens act, communities are strengthened. And at the end of the day, the First Amendment freedoms remind us why we live in the greatest country on planet earth.

Responsibility and Why News Matters



Brandon Bodor, Executive Director
Serve Illinois Commission
Office of the Governor

As I ponder why news matters to me, I think it's worth examining the risk when news doesn't matter. From late 2010 to late 2011, I spent a year in a place that magnified this risk for me, as I completed an Army tour of duty in Kandahar, Afghanistan.

During my time there, an NGO conducted a survey of 1,000 residents in the southern Afghan provinces of Kandahar and Helmand. Those polled were shown a picture of the burning World Trade Center, and were read a summary of the events on September 11, 2001. When asked if they were familiar with this information, 92% of respondents reported that they were not. This poll was taken 10 years after the 9/11 tragedy, an event that by 2011 was modern history.

It is important to remember that news today quickly transcends into history tomorrow, and so the risk of not having a robust and trusted news infrastructure is that history is lost from day to day, year to year, generation to generation.

*News today quickly
transcends into
history tomorrow,
and so the risk of not having
a robust and trusted news
infrastructure is that so much
history is lost
from day to day, year to year,
generation to generation.*

Workshop Stimulates Critical Thinking

Reported by Adam Weiner

The first workshop on Why News Matters across generations was held on February 26, 2013, from 9:00 a.m. to 12:00 noon at the Arturo Velazquez Institute, 2800 S. Western Ave. in Chicago, Illinois. The workshop was sponsored by Generations Serving Generations in cooperation with the McCormick Foundation and Instituto del Progreso Latino.

John Holton, Director of the Illinois Department on Aging, welcomed participants and introduced Generations Serving Generations, the McCormick Foundation and the Instituto del Progreso Latino. Peggy Luce, Vice President of the Chicagoland Chamber, said, "It is very important to help people separate fact from fiction. A growing number of Americans cannot discern between professional journalists, information spinners and citizen voices."

Clark Bell, Director, Journalism, McCormick Foundation summarized *Why News Matters*. "It has been almost a year since we began talking about *Why News Matters*. We like the idea that Generations Serve Generations is a network supporting older adults around things such as news literacy. It's a community-wide approach to helping students and adults become more literate.

"Our goal is to get people civically engaged. That's because we have a responsibility to do so that goes back to Colonel McCormick. We started seeing that you need to respond to the demand of news, not just the supply. We've shifted from spending on training journalists and editors to the demand side, where we think we can really make a difference. We define news literacy as 'The ability to use critical thinking skills to judge the reliability and credibility of news reports and news sources.' Why invest in News Literacy? Chicagoans become smarter news consumers and, ultimately, more engaged as citizens."

Panel: *Why News Matters*

Sue Thotz, Program Manager, Common Sense Media: "Our goal is to help people behave safely, think critically and engage responsibly in digital media." Common Sense Media has four core functions: 1. Rate online content, 2. Educate various audiences about online media, 3. Advocate, and 4. Investigate (serve as a sort of digital media Consumer Reports).

Riza Falk, Project Director, Erie House: "Erie House is one of the oldest non-profits still operating in Chicago. We serve primarily the Latino community. Our grant is to create a youth-developed curriculum for news literacy that involves 3-5 high school or freshman-in-college interns who learn all about



With the *Why News Matters* logo in the background, Tony Streit, Senior Project Director of the Education Development Center, provides information on news literacy and the McCormick grantees.



Participants listen to the experiences of *Why News Matters* experts. L to R: Front Row: Caroline O'Boyle, Free Street Theater, and Bob Dwyer, Director of the Serve Illinois Foundation and member, Executive Service Corps. In the second row are Jewel Simms and Toshiko Doi, Chicago Council on Aging members.



Panel speakers Cherie Meador, City Colleges of Chicago, at the podium and Sue Thotz, Common Sense Media. The panel shared their experiences about news literacy and stimulated critical thinking.

news literacy then develop a curriculum."

Cherie Meador, Project Manager, Academic Affairs, City Colleges of Chicago: "Our students range from 18-80. We're developing courses that include a library piece and a USA Today readership program, with faculty developing modules that will fit into any discipline, and we also have a news & civic engagement course that any instructor can teach once they receive training. We hope to bring in the service learning component that takes students out of the classroom as well as recruit volunteers over the age of 50 to help teach students."

Tony Streit, Senior Project Director, the Education Development Center (EDC): "The EDC has just begun to look at the first cohort of grantees, which is very diverse. Many are looking to integrate news literacy into other programs — to embed it. There is also a lot of interest in working intergenerationally. I'm especially excited to tell the stories that don't get told — that's one of the strengths of community journalism. Of all the projects, I think intergenerational ones are among the most interesting."

Why is News Literacy Important?

John Hosteny, Illinois Director, Corporation for National Service, led a dialogue on why news literacy is important. He said, "Think of the many hats that you wear such as parent, retiree, volunteer, student. Why is news literacy important to you?"

The following comments expanded the thinking of the group assembled:

Tom Laue, Editor, Lifetimes, Blue Cross Blue Shield: "I come from a traditional news background. It's increasingly difficult to wrap my arms around everything that we want our readers to know clearly — especially with all the changes associated with the Affordable Care Act. How can I cut through all the changes and convey information concisely?"

Dan Bassill, Director, Tutor-Mentor Connections: "Information flow used to be controlled by a select few people. Over the last 20 years, the potential for others to do so has constantly grown."

Bob Dwyer, Member, Executive Service Corps: "There is the credibility issue. I saw the power of communications and decided to enter that field. Points of view matter very much. Take the debate around the fiscal cliff, for example."

Raymond Lam, Chinese American Service League: "I've had a career in social services, and over the years developed an obsessive interest in democracy, especially at the grassroots level. If people cannot think critically or know what's going on around them we won't have a functioning democracy."

Dorothy Miaso, Director, Literacy Volunteers of America: "We work primarily with adults at Literacy Volunteers of America, and critical thinking skills go beyond the simple traditional definition of literacy. The critical thinking skills of even the best readers are taxed."

Dionne Baux, Local Initiatives Support Corporation: "I am a parent of

two teenagers and insuring that they receive the news correctly is important."

Joyce Gallagher, Director, Chicago Area Agency on Aging, Family Support Services: "Services to seniors in Chicago include many centers that have internet access. Our internet classes for seniors fill up rapidly; once people are trained, they're hooked."

"One problem, however, is a fear of failure. We need to create activities in a way that there is no embarrassment from failure. As mentioned earlier, anonymity is actually a blessing for a lot of us because it allows for interactions without judgment or interpretation. If we can start a conversation around a human experience and then include news literacy, it would be helpful, somewhat like an hors d'oeuvre before the main course."



Adam Weiner is a Dunn Fellow for Policy in the Office of the Governor. Among his responsibilities is the Cities of Service program that involves mayors in creating service plans for their communities.

**A WORK IN
PROGRESS**

*The most positive outcomes
of “Why News Matters”
are the individual “Aha mo-
ments” when people realize
what news literacy means to
them and its importance to
their future.*

Coming: August 14, 2013

Intergenerational Summit on *Why News Matters*

Sponsors:

Generations Serving Generations in cooperation with the Robert R. McCormick Foundation, the Illinois Department on Aging, Chicago-land Chamber, Serve Illinois Commission, Corporation for National and Community Service, Chicago Area Agency on Aging, Continuance Magazine, Instituto del Progreso Latino, and organizations throughout Chicago and Illinois.

Goal

The Summit is a call to action for individuals of all generations.

Discussion Topics

- Understanding across generations
- Intergenerational leadership
- Skills for recognizing credible information
- Understanding the First Amendment and the value of a free press
- Tools that help distinguish FACT from opinion, propaganda, or fiction
- Civic engagement for all generations
- Getting comfortable with news literacy

Which is Your Generation?

Generation Z: Born 2001 or later

Generation Y: Born 1981-2000

Generation X: Born 1965-1980

Boomers: Born 1946-1964

Veterans: Born 1922-1945

Greatest Generation: Born before 1922

For additional information on the Summit: genservegen@gmail.com

WNM WHY
NEWS
MATTERS
ROBERT R. MCCORMICK FOUNDATION

Champions of Change

White House Highlights Phillip Jackson as a “Champion of Change” for Educational Excellence

WASHINGTON, D.C. – On Tuesday, February 26th, the White House honored Phillip Jackson, who has devoted his time and effort to further education among African-Americans.

He is the founder and executive director of The Black Star Project, which works to create globally competitive, globally compassionate, globally cooperative students, parents, families, and communities.

The Black Star highlights mentoring programs, Saturday Universities, intergenerational efforts, college preparation, and educational programs to help kids succeed. Black Star reflects the extraordinary leadership abilities of Jackson and his many volunteers.

Jackson is also one of the pioneers of the Chicago Intergenerational Network. When he was deputy at Chicago Public Schools he reached out to older generations to help students (see photo below). That effort has continued.

Jackson’s coordinator for mentoring programs, Brian Johnson, said that CPS students participated in an intergenerational program with Little Brothers, Friends of the Elderly. Christine Bertrand, director of Little Brothers said the connection gave elders an opportunity to give back to the community and give the kids a chance to learn from them. “It was wonderful to watch how both blossomed.”

The Black Star Project’s Mike Crenshaw Calls for Volunteers of All Ages

“We work with youth and offer various programs to make our youth work harder and become smarter. We work with street patrols, do outreach with youth and elders, and more. Please encourage youth to volunteer. They will make the difference.” Call 773.285.9600

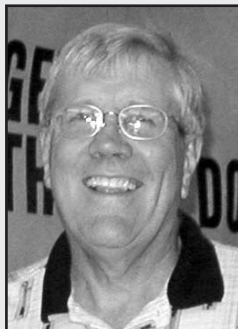
Since 1996, the Black Star Project has provided classroom-based mentoring to more than 200,000 students in 220 Chicago-area schools.

Black Star is a team of volunteers with a passion to strengthen education in Chicago. Black Star provides examples of leadership and dedication across generations. Congratulations Phillip! Well deserved! - Editor



Chicago Intergenerational Network was hosted by Chicago Public Schools and Phillip Jackson, then Deputy to Paul Vallas (1996). L to R Front: Ida Bohannon and Erma Williams, Chicago State University; Captola Johnson, AARP; and Maxine Duster, Working in the Schools; Middle: Clifton Charles, Chicago State, Charles Ross, Illinois Masonic Center; **Phillip Jackson**, Chicago Public Schools; Joan Barghusen, University of Chicago; Willelan Leslie, Healy School, Back: Keith Chase-Ziolek, RSVP Hull House (Meeting chair), Dan Bassill, Tutoring-Mentoring Connections; Jeff Solotoff, Metropolitan Family Services; Helene March and Leah Blakely, Lutheran Social Services. From Continuance Archives: Winter 1996

Serve Illinois Commission Elects New Officers



L to R: Fred Nettles, newly elected chair of the Serve Illinois Commission; Don Baden, vice chair; Jill Heise, outgoing chair; Brandon Bodor, executive director, and Scott McFarland, deputy director. The mission of the Serve Illinois Commission is to improve Illinois communities by supporting and enhancing traditional volunteerism and community service as well as the administration of the AmeriCorps program.

Cities of Service

Cities of Service aims to create a vibrant network of cities including municipal governments that leverage citizen service as a reliable, viable tool to achieve measurable impact on pressing local challenges. Those cities as of March 2013 include: Chatham, Chicago, Columbia, East Moline, Elgin, Evanston, Forest Park, Glendale Heights, Hanover Park, Hoffman Estates, Island Lake, Joliet, Libertyville, Midlothian, Moline, Montgomery, Mt. Vernon, North Chicago, O'Fallon, Salem, Silvis, Streamwood and Rock Island.

To become a City of Service, the mayor signs a Declaration of Service that highlights a commitment to community service and an intention to create a service plan for the city. There are no costs or requirements attached to becoming a City of Service and once registered, a city will be eligible to apply for a portion of a multi-million dollar grant pool each year.

For information, visit www.citiesofservice.org or contact Adam Weiner at adam.weiner@illinois.gov or at (312) 814-6777.

Annual Networking and Training Events

Central Illinois Volunteerism Conference
June 13, 2013
University of Illinois - Springfield

National Conference on Volunteering and Service
June 19 - 22, 2013
Washington, D.C.

Illinois Conference on Volunteer Administration
August, 2013
Metcalfe Federal Building, Chicago

Northwestern Illinois Volunteerism Conference
October 18, 2013
Western Illinois University Riverfront Campus, Moline

Southern Illinois Volunteerism Conference
September 26, 2013
Belleville

For information: <http://www2.illinois.gov/serve/>



Realising the Economic Potential

Continued from Page 8

The Advisory Panel sent a second invitation to Australians for their comments and further ideas. A copy of the second invitation that was included in the publication the “Changing Face of Society” is presented below. The panel also completed hearings with every sector of the community (including government, not-for-profit organisations, academics, representative bodies and individual seniors) in Adelaide, Alice Springs, Armidale, Brisbane, Hobart, Melbourne, Perth, Sydney, and Canberra.

As a result, three reports and a detailed policy paper will drive Australia’s efforts toward “Realising the economic potential of senior Australians.”

These documents are available online:

- *Realising the Economic Potential for Senior Australians: The changing face of society*
- *Realising the Economic Potential for Senior Australians: Enabling opportunity*
- *Realising the Economic Potential for Senior Australians: Turning gray to gold*
- *Government Response to the Final Report of the Advisory Panel*

http://archive.treasury.gov.au/EPSA/content/publications/government_response/default.asp



Your Invitation

You are invited to make recommendations on how to best realise the economic potential of senior Australians.

Already the Advisory Panel on the Economic Potential of Senior Australians has received submissions and met with many passionate advocates for seniors. The panel is very interested in hearing a wide range of views.

Interested parties can send their recommendations to the secretariat via:

Mail The Secretariat
 Advisory Panel on the Economic Potential of Senior Australians
 The Treasury
 Langton Crescent
 PARKES ACT 2600

Email epsa.secretariat@treasury.gov.au

Your recommendations do not have to be in a set format; for example, an email would suffice. Your recommendations may relate to steps that should be taken by governments, not-for-profit organisations and business or individuals to help realize the potential of senior Australians.

Recommendations need to be received before 22 November to be considered.

Further information on the work of the panel is available on the panel's website, at www.treasury.gov.au/EPSA

Japan Prepares a Basic Plan

Continued from Page 11

Reported by Matsaka Kuraoka and Satoru Yajima

The Japan Intergenerational Unity Association (JIUA) was founded in 2004 by a group of committed individuals gathered from many disciplines, such as education, art, medicine, and community building. Dr. Atsuko Kusano, professor at Shinshu University, conducted research on intergenerational initiatives, brought the group together and planted the seeds for the organization. Dr. Sally Newman, professor emeritus at University of Pittsburgh who was visiting Japan at the time, suggested organizing a national intergenerational group.

The mission of this budding organization is to promote intergenerational initiatives in Japan with a focus on supporting existing intergenerational projects, creating new movements, and developing a national level coalition. The JIUA also aims to meet the needs of many disciplines to establish a stronger movement, which did not exist in the past. The JIUA is currently preparing an annual conference, publishing quarterly newsletters, and providing monthly study sessions to encourage discussion and establish the network.

The recognition of the JIUA in Tokyo and throughout Japan is growing in the media and through an increase in membership. Further efforts will identify and reach organizations for youth and seniors as well as policy makers to nurture intergenerational thinking and

Japan Intergenerational Unity Association

日本世代間交流協会



The leadership team during the first Summer Institute in 2004 in Tokyo.

Front: Professor Matthew Kaplan, Penn State University with Mia Kuraoka; Atsuko Kusano, founder and chair of the JIUA: Shinshu University; Makoto Oshima, vice-chair of the JIUA, emeritus, Jissen Women's University; Mariko Tairaku (founding member of the JIUA); Toshiko Kaneda, Shiraume University; Masataka Kuraoka, leadership member, holding Mitsumasa Kuraoka; Masako Yoshizu, founding member: Kamakura Women's University. Back: Emiko Ogawa, freelance writer; Motohiko Kawashima, publisher; Megumi Takahashi, translator; Kimiko Matsuko, elementary school teacher; Sho Kozasa, elementary school teacher; Mayumi Kobayashi, Seitoku University, School of Music; Shoko Ikeda, University of Findlay, OH; Tamako Koizumi, member of the Assembly, Setagaya Ward, Tokyo

actions. Developing intergenerational research is another priority of the group. In addition, the leaders hope to establish a financial foundation, provide staff development, and become incorporated.

The JIUA is responding to the aging population in Japan, which was 23% (60+) in 2000 and projected to be 42% of the population by 2050. The organization has also collaborated with other organizations in world intergenerational efforts supporting the idea that all ages and all nations must learn to live together. For further information, contact info@jiua.org.

When this article was written in 2005, Masataka Kuraoka was a graduate student at Boston University and was conducting research in Japan for his Ed.D. Satoru Sugioka (now Satoru Yajima) was a graduate student in the Gerontology Program at Obirin University in Tokyo. Now they are with the Tokyo Metropolitan Institute of Gerontology.



Every Age Counts

Continued from Page 13

independent living and mobility, to strategies for utilizing the experience of older employees and fostering social inclusion. In all of these areas, research is crucial. In the search for new solutions, products and services that can meet the challenges of tomorrow, we need the contributions of disciplines from medicine to economics, natural sciences to humanities, and everything in between.

In light of this, the BMBF, together with the non-profit organization Science in Dialog, is dedicating Science Year 2013 to "The Demographic Opportunity." The idea is to inform citizens about new findings in science and research that apply to demographic change and, of course, to engage in an open public dialog. The significance of this kind of exchange cannot be stressed enough. We need to rethink some older ideas in order to take full advantage of hidden potential. For example, research has shown that the old adage "you can't teach an old dog new tricks" simply isn't true. Our brains are pliable well into advanced age, and with initiatives like the EU programme for lifelong learning, we want to make sure that growing older doesn't mean a stop to education. Moreover, older people are more active today than ever before, and it's clear that they have much to offer society — and industry. In fact, new studies are showing the advantages of mixed-age teams in the workplace. Bringing together experience and new ideas is often the right combination for innovation and growth. An aging society needn't lose its ability to be competitive and innovative, and we plan to prove it.

Multi-Generational Centres

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sequences of demographic change.

This coming-together of the generations is particularly successful for 55-65-year-olds — in other words, those who are in the transition between work and retirement. They are the ones that are most frequently active with other generations. They look after children, help as an adopted grandmother or grandfather and assist with homework. They support young adults with their job applications and at the same time relate their own knowledge and experience. Hence, young people can gain knowledge about working life as well as about basic skills for their daily lives. In this way, children and young people experience the importance of young and old coming together, even if sharing between the generations within the family is not always possible, for example, when grandparents are living far away.

However, the young-old also support and look after older people in need of care and in many ways relieve relatives as caregivers. Besides professional services and usual care services, we need the young-old to be involved, particularly in caring for and supervising older people which is usually very time-consuming. These are people who can give attention and engage beyond medical needs, help out with errands or simply offer a sympathetic ear.

Notably as caregivers, family members reach the limits of what they are able to do — especially when they are in full-time employment.



Annette Pauly, Federal Ministry for Family Affairs, Senior Citizens, Women and Youth, provided information about the vast resources developed by the Ministry. The meeting took place in Bonn on October 23, 2012.

This coming-together of the generations is particularly successful for 55-65-year-olds

Five-Year Plan in Finland

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range of foresights conducted by the Government Institute for Economic Research and the National Board of Education, among others.

Adult Education

The development plan for education and research recognises the growing importance of adult education in promoting adults' and senior citizens' well-being. Liberal adult education in Finland offers learning opportunities for all age groups. An essential characteristic of liberal adult education is that there are no examinations and no legislation defining its contents. The education goals and contents are defined by those maintaining the educational institutions and organisations, such as local governments, joint municipal boards, associations, foundations and limited companies.

Since 2007, those maintaining liberal adult education institutions have been granted, on application, discretionary government transfers in the form of service vouchers. The government transfers have enabled the institutions not to collect fees from students in the target groups defined by the Ministry of Education and Culture in order to promote the interest and access of these groups to education.

Universities of the Third Age

The universities of the third age are a special type of Open University teaching. The first university of the third age started in Finland in mid-1980s. Universities of the third age offer the possibility to independent university



L to R: Leena Saloheimo, Finnish Adult Education Association, and Janica Anderzén, Finnish Association of Adult Education Centres, talked about keeping elders active and involved through the network of learning centers. Younger generations are leaving small communities and moving to urban areas, essentially leaving elders behind. The meeting with Saloheimo and Anderzén was held on October 26 in Helsinki with the assistance of Janette Kokkonen, Ministry of Education and Culture

studies by aiming at formal grades or exams. The forms and level of teaching complies with traditional university teaching forms and levels.

Today, the universities of the third age are coordinated by ten universities, and it is possible to take part in teaching in around 70 towns. Annually around 17,000 ageing persons study at the universities of the third age.

Adult Education Survey (AES)

Finland participates both in Adult Education Survey, which is part of the European Union statistics on life-long learning, and the Programme for International Assessment of Adult Competencies organized by the OECD. According to the Development Plan, measures will be taken to launch action with a view to attaining the competence targets set by the Government. These surveys will give important information also on how age is linked with participation in adult learning as well as skill levels and skill use.

Younger generations are leaving small communities and moving to urban areas, essentially leaving elders behind.

Bridging the Digital Divide

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blogging, Twitter, e-travel, e-entertainment and Internet safety & security at the Organization of Senior Volunteers (RSVP)'s Cyberguide program. She volunteers as a trainer and tutor at the annual Seniors' Infocomm event initiated by the Infocomm Development Authority of Singapore, which aims to bridge the digital divide for seniors. Aside from her role as a trainer and tutor at this event, Dora also follows up with telephone calls to the attendees of the short introductory program to inquire if they are interested in other ICT courses. She is surprised at how her calls were often warmly welcomed by the seniors who said they were glad she called because they did not know where to go next despite their interest in ICT.

Dora's interest with ICT has also brought her closer to the world of the younger generation. In 2010, she participated in a Facebook workshop entitled "A Beautiful Exchange Connecting the Generations" organized by RSVP and a group of local university students. The event involved 22 seniors with an equal number of 12 year-old students. It was an interesting first-time encounter for her to be learning alongside the children and discovering their interests.

A year later, she volunteered to attend the "Intergenerational Learning Program for Social Networks", organized by the Council for 3rd Age, which provided a much more extended exchange that further enriched her understanding of the young. This program consisted of a five-session ICT workshop where

each participating senior would partner with a polytechnic student. Dora fondly remembers the 6th session, where the seniors and students visited Chinatown to take digital photos of the Chinese New Year festivities. In the program, she partnered with Seri, a Malay girl. They bonded naturally through the weeks of regular interaction which included playing games, understanding more of each other through constructing Facebook pages, and other learning activities. These encounters enabled Dora to discover the different world of the younger generation. Dora said, "It was an eye-opening experience for me to know the students."

Dora is glad that her interest in ICT has brought her much joy and connections – through teaching and interacting with other seniors, and through mutual learning and fostering of friendship with the younger generations too!



Leng Leng Thang is associate professor with Japanese Studies, National University of Singapore. Her research interests are intergenerational programming and grandparent-grandchildren relationships, focusing mainly on Asia. She is also associate editor of the Journal of Intergenerational Relationships and vice chair of International Consortium for Intergenerational Programmes.

Continuance

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Knowledge and Understanding Passing from Generation to Generation

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The mission of Continuance is

- Communication
Foster communication and contact between generations and cultures
- Lifelong Service and Learning
Enrich the educational experience through service and civic engagement
- Intergenerational Leadership
Encourage creative thinking and intergenerational leadership that taps the resources of all ages
- The Stories
Tell the stories of generations serving generations
- Public Policy
Advocate for aging & education policy that reflects the needs and resources across generations.
- News Literacy
Create an awareness of the importance of *Why News Matters* for all ages.

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THE LAST WORD

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First Amendment to the U.S. Constitution

adopted December 15, 1791

*Congress shall make no law respecting an establishment
of religion, or prohibiting the free exercise thereof;
or abridging the freedom of speech, or of the press;
or the right of the people peaceably to assemble, and
to petition the Government for a redress of grievances.*